



LITERACY IN KINDERGARTEN

By Nafisat Odewole

How can I help my child succeed in literacy? How do I get my child to love books and enjoy reading? What strategies do I teach my kindergartners to decode words? Parents, caregivers and sometimes teachers of early readers ask these and more questions.

An understanding of the basic principles of child development and milestones will help guide parents in their expectations and avoid frustration on the part of the children.

Per Broward County Public Schools Literacy Field Guide, it is pertinent for early childhood educators to use developmentally appropriate practices in engaging environments. An understanding of how young children learn and grow will help teachers and parents set realistic and achievable expectations for their children. When parents are aware of what their children are learning in school, they can help achieve a common goal.

The following are some of the state's expectations of students by the time they leave kindergarten. These standards cover the foundational skills. Awareness of the requirements will give parents and caregivers a headway in assisting their children to succeed.

LAFS.K.RF.1.1

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper and lowercase letters of the alphabet

LAFS.K.RF.2.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

LAFS.K.RF.3.3

- a. Know and apply grade-level phonics and word analysis skills in decoding words.
- b. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- c. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- d. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

LAFS.K.RF.4.4

Read emergent-reader texts with purpose and understanding.



TIPS FOR HELPING EARLY AND BEGINNING READERS

- Encourage kids to read for at least 20 minutes daily. Children are still trying to develop their reading skills, a lot of practice to perfect all the necessary skills is necessary. Parents need to give children time to make and correct their mistakes. This is a stage of inconsistency. A word that was sounded correctly one day, might be pronounced wrong the next.
- Book choices at this level should be easy enough for kids to want to read.
- Read the same book repeatedly.
- Model fluent reading when reading to your child.
- Make reading fun by being interactive

Here are some activities that you can do with your child to promote Phonemic Awareness:

- ✓ Sound Matching Activities- Have your child identify and match letter names to their sounds.
- ✓ Clapping Names- clapping to find out how many syllables are in some familiar words. Start with your child's name.
- ✓ Nonsense- try to switch around some words in books that your child has read several times, see if your child will notice where you messed up.

Resources for kindergarten reading activities.

<http://www.starfall.com/>

<http://www.abcya.com/>

<https://www.abcmouse.com>